

RECOVERY ANNUAL TEACHING PLAN 2023 – 2024

MULTI GRADE
(GRADE 7-9 ENGLISH HL)



TERM 1			
Weeks	GRADE 7	GRADE 8	GRADE 9
Day 1-3 of Week 1	Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.		
Week 1-2	LISTENING AND SPEAKING		
	<p>Listen to a short story</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> Identify main and supporting ideas and take notes Share ideas and experiences and show understanding of concepts Identify persuasive and manipulating techniques where applicable Answer questions 	<p>Listening and Speaking</p> <p>Listening to the reading of a literature text</p> <p>Identify and discuss:</p> <ul style="list-style-type: none"> use of voice use of intonation and pace punctuation in reading opening and closure <p>Prepared reading aloud (Short story /Novel)</p> <ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture <p>Recount the short story or extract of the novel</p> <ul style="list-style-type: none"> Tone Volume Pronunciation Fluency Punctuation 	<p>Listening and Speaking</p> <p>Listening to the reading of a literature text</p> <p>Identify and discuss:</p> <ul style="list-style-type: none"> use of voice use of intonation and pace punctuation in reading opening and closure <p>Prepared reading aloud (Short story /Novel)</p> <ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture <p>Recount the short story or extract of the novel</p> <ul style="list-style-type: none"> Tone Volume Pronunciation Fluency Punctuation
READING AND VIEWING			

<p>Literary text: short stories Key features of literature text: such as</p> <ul style="list-style-type: none"> • character, characterisation, plot • conflict, background, setting, narrator, theme <p>Focus on comprehension (reading strategies):</p> <ul style="list-style-type: none"> • Make connections and predictions • Answer questions • Infer meaning • Summarise (paragraph format) <p>Follow the reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Literary text such as short story Key features of literature text: such as</p> <ul style="list-style-type: none"> • character, action, dialogue, plot • conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer, questions, compare, contrast, evaluate) 	<p>Read a literary text e.g. Short story/Novel Key features of literature text: such as</p> <ul style="list-style-type: none"> • character, characterisation, plot • conflict, background, setting narrator, theme. <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text/predict events) • Background/setting • Brainstorm the theme • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)
WRITING AND PRESENTING		
<p>Write a review on a short story</p> <ul style="list-style-type: none"> • Requirements of format, style, • Target audience purpose and context • Paragraph cohesion • Word choice <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a review following the writing process</p>	<p>Write an essay: Narrative/reflective essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Write an essay: Narrative/Descriptive/Reflective/Argumentative essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>
LANGUAGE AND CONVENTIONS		
<p>Word level: singular and plural, adjectives, degrees of comparison, superlatives.</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p>	<p>Reinforcement of language structures and conventions covered in previous grades</p>

	<p>Sentence level: simple present tense, simple past tense</p> <p>Word meaning: homophones, idioms</p>	<p>Word level: Pronouns: personal, relative, reflexive and possessive</p> <p>Sentence level: subject and predicate, subject verb agreement, main clause, dependent clause</p> <p>Word meaning synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop; comma; question mark; quotation marks; exclamation mark</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Word level: singular; plural adjectives; nouns; verbs</p> <p>Sentence level work: Sentence structure Nouns, adjectives; tenses, continuous</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Spelling and spelling patterns • Abbreviations <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
Week 3-4	LISTENING AND SPEAKING		
	<p>Listen to and discuss a poem</p> <ul style="list-style-type: none"> • Share ideas and experiences and show understanding of concepts • Answer questions • Share personal feelings (positive/negative) about a specific poem <p>Prepared Reading aloud (Poem)</p> <ul style="list-style-type: none"> • Tone, voice projection, pronunciation, phrasing, eye contact • Give attention to punctuation • Use appropriate body language 	<p>Listen to and discuss a poem</p> <ul style="list-style-type: none"> • Share ideas and experiences and show understanding of concepts • Answer questions • Share personal feelings (positive/negative) about a specific poem <p>Prepared Reading aloud (Poem)</p> <ul style="list-style-type: none"> • Tone, voice projection, pronunciation, phrasing, eye contact • Give attention to punctuation • Use appropriate body language 	<p>Listen to and discuss a poem</p> <ul style="list-style-type: none"> • Share ideas and experiences and show understanding of concepts • Answer questions • Share personal feelings (positive/negative) about a specific poem <p>Prepared Reading aloud (Poem)</p> <ul style="list-style-type: none"> • Tone, voice projection, pronunciation, phrasing, eye contact • Give attention to punctuation • Use appropriate body language
	<p>FORMAL ASSESSMENT TASK 1 ORAL</p> <ul style="list-style-type: none"> • Reading Aloud (20 marks) <p>(Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)</p>	<p>FORMAL ASSESSMENT TASK 1 ORAL</p> <ul style="list-style-type: none"> • Reading Aloud (20 marks) <p>(Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)</p>	<p>FORMAL ASSESSMENT TASK 1 ORAL</p> <ul style="list-style-type: none"> • Reading Aloud (20 marks) <p>(Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)</p>
	READING AND VIEWING		

	<p>Literary text: Poem</p> <p>Key features of poem:</p> <ul style="list-style-type: none"> • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning mood, theme and message <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension - Visual text: Cartoon/ comic strip</p> <p>Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist</p> <p>Focus on reading comprehension strategies:</p> <ul style="list-style-type: none"> • skimming and scanning • intensive reading • Infer meaning of unfamiliar words by word attack skills 	<p>Literary text: Poetry</p> <p>Key features of poem:</p> <ul style="list-style-type: none"> • Internal structure of a poem, • figures of speech/imagery, rhyme, rhythm • external structure of a poem, • lines, stanzas, typography • figurative meaning • mood • theme and message <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading and viewing visual or multimedia text: cartoons/comic strips</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Body language • Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills • Clarifying • predicting • visualization 	<p>Literary text: Poetry</p> <p>Key features of poem:</p> <ul style="list-style-type: none"> • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer, questions, compare, contrast, evaluate) <p>Reading and viewing visual or multimedia text: cartoons/comic strips</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Body language • Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills • clarifying • predicting • visualization
WRITING AND PRESENTING			

<p>Creative writing: Write own poem</p> <p>Stanza conventions:</p> <ul style="list-style-type: none"> • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction & figurative language <p>Write a poem</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Creative writing: Write own poem</p> <p>Stanza conventions:</p> <ul style="list-style-type: none"> • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction & figurative language <p>Write a poem</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Creative writing: Write own poem</p> <p>Stanza conventions:</p> <ul style="list-style-type: none"> • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction & figurative language <p>Write a poem</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
<p>LANGUAGE STRUCTURES AND CONVENTIONS</p>		
<p>Word level: revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: rhyme, borrowed words, idioms, proverbs, alliteration, similes, metaphors</p> <p>Punctuation: full stop, comma</p> <p>Spelling: Dictionary usage, spelling patterns, spelling rules</p>	<p>Word level: revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning: rhyme, borrowed words, idioms, proverbs, alliteration, similes, metaphors</p> <p>Punctuation: full stop, comma</p> <p>Spelling: Dictionary usage, spelling patterns, spelling rules</p>	<p>Reinforcement of language structures and conventions covered in previous Weeks</p> <p>Word level work:</p> <ul style="list-style-type: none"> • Moods - • Subjunctive • Imperative • Potential • Indicative • Conditional <p>Sentence level work: Simple sentences; compound sentences; Complex sentences, voice; tenses</p> <p>Word meaning: Idioms and proverbs Literal, figurative, alliteration, assonance, personification</p> <p>Punctuation and spelling: spelling patterns; quotation marks; apostrophe</p>

			Vocabulary in context Remedial grammar from learners' Writing
Week 5-6	LISTENING AND SPEAKING		
	<p>Listening comprehension Novel (Reading aloud Introduction to novel)</p> <p>Follow the listening process: Pre-listening - introduce learners to Novel, activate prior knowledge, learners predict from cover page and blurb</p> <p>During listening – make inferences and confirm prediction, questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening - follows up on the listening experience. Learners ask questions; talk about setting, characters etc.</p> <p>Discuss the novel that learners were exposed to in the previous activity</p> <ul style="list-style-type: none"> Identify characters Discuss the theme Discuss point of view Reading aloud from the novel 	<p>Listening and Speaking strategies</p> <p>Listening comprehension from the Novel</p> <ul style="list-style-type: none"> Listening process Writing response <p>Reading aloud /view an extract from a novel</p> <ul style="list-style-type: none"> Teach features and conventions Choose style, register and Vocabulary Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold bface) to determine the meaning of unfamiliar words Take turns Use persuasion techniques 	<p>Listening and Speaking Listening to the reading of a literature text Identify and discuss:</p> <ul style="list-style-type: none"> use of voice use of intonation and pace punctuation in reading opening and closure <p>Prepared reading aloud (Short story /Novel)</p> <ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture <p>Recount the short story or extract of the novel</p> <ul style="list-style-type: none"> Tone Volume Pronunciation Fluency Punctuation
	READING AND VIEWING		
<p>Literary text: Novel extract</p> <p>Key features of literature text:</p> <ul style="list-style-type: none"> character, characterization, plot, conflict, background, setting, narrator, theme <p>Focus on comprehension (reading strategies):</p> <ul style="list-style-type: none"> Predictions Make connections Monitor <p>Follow the Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) 	<p>Literary text like youth novel</p> <ul style="list-style-type: none"> General discussion on the key features like character, characterization, plot, conflict, background, setting, narrator and theme <p>Reading strategies Pre-reading strategies Introduce learners to:</p> <ul style="list-style-type: none"> Text features - titles, headings, captions, illustrations, Parts of a book - title page, table of contents, chapters, glossary, index, 	<p>Reading comprehension: Literary text: Short story or novel</p> <ul style="list-style-type: none"> Key features of literary text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Write a summary of the Short story/extract of</p>	

	<ul style="list-style-type: none"> • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading /viewing for comprehension: Information text about steps in the research process</p> <p>Focus on reading comprehension strategies:</p> <ul style="list-style-type: none"> • Skimming and scanning • Intensive reading • Answer questions • Fact and opinion • Infer meaning of unfamiliar words by using word attack skills 	<p>appendix, footnote, etc.</p> <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Teacher teaches summary writing skills by exposing learners to the basic principles of summarizing.</p>	<p>Novel</p> <ul style="list-style-type: none"> • Correct format • Target audience, purpose and context • Word choice • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types lengths and structures <p>Write a Summary</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning
WRITING AND PRESENTING			
	<p>Write a narrative/ reflective descriptive essay (paragraph)</p> <ul style="list-style-type: none"> • Paragraph conventions: • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a story based on a personal experience.</p>	<p>Write an essay: Narrative/reflective essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process</p>	<p>Write an essay: Narrative/Descriptive/Reflective/ Argumentative essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting

		approach to writing	Write an essay following the process approach to writing.
	FORMAL ASSESSMENT TASK 2 WRITING • Essay: (30 marks) Narrative / Reflective (During the course of the Term)	FORMAL ASSESSMENT TASK 2 WRITING • Essay: (30 marks) Narrative / Reflective (During the course of the Term)	FORMAL ASSESSMENT TASK 2: WRITING • Essay: (40 marks) Descriptive, Narrative or Reflective (During the course of the Term)
LANGUAGE STRUCTURES AND CONVENTIONS			
	<p>Word level: prefixes, suffixes, roots, auxiliary verbs, finite verbs</p> <p>Sentence level: subject and predicate, subject verb agreement,</p> <p>Punctuation and spelling: Dictionary usage, spelling patterns, spelling rules Word meaning: synonyms, antonyms</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: Pronouns: personal, relative, reflexive and possessive</p> <p>Sentence level: subject and predicate, subject verb agreement, main clause, dependent clause</p> <p>Word meaning synonyms, antonyms, literal, figurative</p> <p>Punctuation: full stop; comma; question mark; quotation marks; exclamation mark</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Regular and irregular Verbs.</p> <p>Sentence level work: Main clause, dependent clause</p> <p>Word meaning: Idioms and proverbs</p> <p>Punctuation and spelling: Spelling patterns; acronyms.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
Week 7-8	LISTENING AND SPEAKING		
	<p>Listen to a short story</p> <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts <p>Retell a short story</p>	<p>Listening and Speaking strategies</p> <p>Listening for information</p> <ul style="list-style-type: none"> Listen to an informative text Listen to presentation, language use, tempo and voice projection Listen to story line 	<p>Listening and Speaking</p> <p>Listening to the reading of a literature text</p> <p>Identify and discuss:</p> <ul style="list-style-type: none"> use of voice use of intonation and pace punctuation in reading opening and closure

	<ul style="list-style-type: none"> • Retell events in correct sequence • Mention characters correctly • Mention the timeline 	<ul style="list-style-type: none"> • Discuss with partner • Story telling • Choose a story • Do planning and research • Choose style, register and vocabulary • Present a story <p>Prepared reading aloud sections of the short story. Read fluently according to purpose Voice projection, Enunciation, Eye contact, tone, pace and posture</p>	<p>Prepared reading aloud (Short story /Novel)</p> <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture <p>Recount the short story or extract of the novel</p> <ul style="list-style-type: none"> • Tone • Volume • Pronunciation • Fluency • Punctuation
READING AND VIEWING			
	<p>Literary text: Short story Key features of literature text: such as</p> <ul style="list-style-type: none"> • character, characterization, plot, conflict, background, setting, narrator, theme. <p>Focus on comprehension (Reading strategies):</p> <ul style="list-style-type: none"> • Skimming and scanning • Intensive reading • Visualization • Infer meaning and conclusions • Fact and opinion • Meaning of words <p>Follow the reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (answer questions, compare, contrast, evaluation) <p>Reading comprehension: Summary writing Teach the steps in writing a summary Focus on:</p> <ul style="list-style-type: none"> • Format • Language use 	<p>Literary text: Short story Key features of literature text: such as</p> <ul style="list-style-type: none"> • character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Write a summary of the Short story/extract of Novel</p> <ul style="list-style-type: none"> • Correct format • Target audience, purpose and context • Word choice • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types lengths and structures <p>Write a Summary</p>	<p>Literary text: Short story or novel Key features of literary text: such as</p> <ul style="list-style-type: none"> • character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Write a summary of the Short story/extract of Novel</p> <ul style="list-style-type: none"> • Correct format • Target audience, purpose and context • Word choice • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types lengths and structures <p>Write a Summary</p>

<ul style="list-style-type: none"> • Structure <p>Reading Strategies</p> <ul style="list-style-type: none"> • Skimming and scanning for main ideas and theme • Separate main ideas from supporting details • Paraphrase the main idea in own words • Sequence the sentences and use conjunctions and logical connectives to link them together into a text 	<p>Reading Strategies</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning 	<p>Reading Strategies</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning
<p>WRITING AND PRESENTING</p>		
<p>Write a narrative essay</p> <ul style="list-style-type: none"> • Paragraph conventions: • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting: <p>Write an essay for assessment</p>	<p>Write an essay: Narrative/reflective essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing</p>	<p>Write an essay: Narrative/Descriptive/Reflective/Argumentative essay</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an essay following the process approach to writing.</p>
<p>LANGUAGE STRUCTURES AND CONVENTIONS</p>		
<p>Word level work: common nouns, proper nouns</p> <p>Sentence level: simple sentences, statements, simple present tense, simple past tense</p> <p>Spelling and punctuation: full stop, comma, colon,</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: Pronouns: personal, relative, reflexive and possessive</p> <p>Sentence level: subject and predicate, subject verb</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Stems, pre and suffix's, complex and simplex</p> <p>Sentence level work: pronouns, punctuation, tenses, direct and reported speech, sentence</p>

	semi colon, capital and lower-case letters	agreement, main clause, dependent clause Word meaning synonyms, antonyms, literal, figurative Punctuation: full stop; comma; question mark; quotation marks; exclamation mark Vocabulary in context Remedial grammar from learners' writing	structure; concord Spelling and punctuation: spelling and spelling patrons, abbreviations, shortening, acronyms Critical language use: Idioms and proverbs; euphemism Vocabulary in context Remedial grammar from learners' writing
Week 9-10	LISTENING AND SPEAKING		
	Listening and speaking strategies Transactional text: Listens to and discusses current news based on newspapers and magazine articles <ul style="list-style-type: none"> • Use of manipulative/emotive/persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context Reading Aloud: Prepared/unprepared reading a newspaper article aloud <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	Listening and Speaking strategies oral: Newspaper article/investigative report/editorial <ul style="list-style-type: none"> • Research topic • Organise material coherently • Support with examples. • Identify and choose the correct vocabulary, language and conventions • Prepare effective introduction and conclusion Listening comprehension <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes, • Sharing ideas and experiences and show understanding of concepts • Identify persuasive/manipulative techniques • Answer questions 	Speaking and Listening strategies Listen to a newspaper report <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion Oral presentation of report <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Pronunciation • Eye contact
	READING AND VIEWING		
Reading/viewing for information (use text such as newspaper articles/ magazine article/written speeches) Focus on comprehension (Reading strategies) <ul style="list-style-type: none"> • Skimming for main ideas 	Read/ viewing for information (use texts such as a newspaper article/ investigative report/editorial) <ul style="list-style-type: none"> • Key features • Format 	Read a newspaper/magazine report Reading strategies <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, 	

	<ul style="list-style-type: none"> • Scanning for supporting ideas • Making predictions • Facts and opinions • Viewpoint of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech 	<ul style="list-style-type: none"> • Language use <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Summarising • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning <p>Write a comprehension test</p>	<p>narrator's perspective</p> <ul style="list-style-type: none"> • Inferring meaning of unfamiliar words • by word attack skills • Direct and implied meaning <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message <p>Reading/viewing for comprehension (use newspaper report)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language; • Answer questions
	<p>FORMAL ASSESSMENT TASK 3 (60 MARKS)</p> <p>RESPONSE TO TEXTS:</p> <ul style="list-style-type: none"> • Literary or non-literary (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and conventions (20 marks) 	<p>FORMAL ASSESSMENT TASK 3 (60 MARKS)</p> <p>RESPONSE TO TEXTS:</p> <ul style="list-style-type: none"> • Literary or non-literary (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and conventions (20 marks) 	<p>FORMAL ASSESSMENT TASK 3 (70 MARKS)</p> <p>RESPONSE TO TEXT:</p> <ul style="list-style-type: none"> • Literary/non- literary Text (25 marks) • Visual Text (15 marks) • Summary (10 marks) • Language Structures (20 marks)
WRITING AND PRESENTING			

<p>Transactional Text: Long/short transactional text: Write a formal letter</p> <ul style="list-style-type: none"> • Requirements of format, style, • Target audience purpose and context • Paragraph cohesion • Word choice <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a letter following the writing process</p>	<p>Write a transactional text: formal letter</p> <ul style="list-style-type: none"> • Correct format • Word choice • Purpose, target audience and context • Use conjunction to ensure cohesion • Tone • Main and supporting ideas • Use a variety of sentence types • Mind-maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a formal letter following the process approach to writing</p>	<p>Write a transactional text: formal letter</p> <ul style="list-style-type: none"> • Correct format • Word choice • Purpose, target audience and context • Use conjunction to ensure cohesion • Tone • Main and supporting ideas • Use a variety of sentence types • Mind-maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a formal letter following the process approach to writing</p>
LANGUAGE STRUCTURES AND CONVENTIONS		
<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative</p> <p>Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: quotation marks; exclamation marks;</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: Regular - irregular Verbs; main verbs; auxiliary verbs</p> <p>Sentence level: statement; sentence structure; present and past tenses; bias; prejudice and stereotypes.</p> <p>Word meaning synonyms, antonyms, contextual; denotative; connotative Vocabulary in context</p> <p>Punctuation: comma, full stop, quotation marks, exclamation mark, apostrophe, ellipse</p> <p>Remedial grammar from learners' Writing</p>	<p>Reinforcement of language structures and conventions covered in previous Weeks</p> <p>Word level work:</p> <ul style="list-style-type: none"> • Moods - • Subjunctive • Imperative • Potential • Indicative • Conditional <p>Sentence level work: simple sentences; compound sentences; Complex sentences; voice; tenses</p> <p>Word meaning: idioms and proverbs, literal, figurative, alliteration, assonance, personification</p>

	comma; full stop; question marks; ellipsis		Punctuation and spelling: spelling patterns; quotation marks; apostrophe Vocabulary in context Remedial grammar from learners' Writing
--	--	--	---

FORMATIVE ASSESSMENT ACTIVITIES
(Assessment For Learning an ongoing process)

Listening and Speaking activities <ul style="list-style-type: none"> • Recount • Presentation • Reading aloud • Oral presentation • Role play 	Reading and Viewing activities <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities • Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay • Creative Writing 	Language Structures and Conventions activities Variety of Language Structures and Convention activities
---	--	--	--

GRADE 7 - 9 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1

GRADE 7	FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> • Reading Aloud (20 marks) (Start with this task in Term 1 and conclude in Term 2 when the mark will be recorded.)	FORMAL ASSESSMENT TASK 2 WRITING <ul style="list-style-type: none"> • Essay: (30 marks) Narrative / Descriptive (During the course of the Term)	FORMAL ASSESSMENT TASK 3 (60 MARKS) RESPONSE TO TEXTS: <ul style="list-style-type: none"> • Literary or non-literary (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and conventions (20 marks)
GRADE 8	FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> • Reading Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 2 WRITING <ul style="list-style-type: none"> • Essay: (30 marks) Narrative / Reflective (During the course of the Term)	FORMAL ASSESSMENT TASK 3 (60 MARKS) RESPONSE TO TEXTS: <ul style="list-style-type: none"> • Literary or non-literary (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and conventions (20 marks)
GRADE 9	FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> • Reading Aloud (20 marks) Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 2 WRITING <ul style="list-style-type: none"> • Essay: Descriptive, Narrative or Reflective (40 marks) (During the course of the Term)	FORMAL ASSESSMENT TASK 3 (70 MARKS) RESPONSE TO TEXTS: <ul style="list-style-type: none"> • Literary/non- literary Text (25 marks) • Visual Text (15 marks) • Summary (10 marks) • Language Structures (20 marks)

TERM 2			
Weeks	GRADE 7	GRADE 8	GRADE 9
Week 1-2	LISTENING AND SPEAKING		
	<p>Listening and Speaking strategies:</p> <p>Listening comprehension – Use a Visual text such as a Poster/ Advertisement / Television news presentation</p> <p>Follow the listening process:</p> <p>Pre-listening introduce learners to the listening situation</p> <p>During listening – questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarize • Draw conclusions <p>Reading aloud (Novel)</p> <ul style="list-style-type: none"> • Tone • voice projection • pronunciation, • phrasing, • eye contact • punctuation • Appropriate body language 	<p>Speaking and Listening strategies</p> <p>Discussion: Listen to/watch an advertisement</p> <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Body language • AIDA principle <p>Listening comprehension:</p> <p>Oral presentation on the advertisement:</p> <ul style="list-style-type: none"> • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer question 	<p>Listening and Speaking strategies</p> <p>Oral Discussion (led by the teacher)</p> <p>Listen to/watch an advertisement</p> <ul style="list-style-type: none"> • Tone • Pacing • Emotive and manipulative language use • Font size • Images • Body language • AIDA Principle
	READING AND VIEWING		
	<p>Reading/Viewing for comprehension:</p> <p>Use a Written and/or Visual text such as an Advertisement/Poster/ Television news</p>	<p>Reading/viewing for comprehension (visual text /multi-media text such as advertisement/ poster)</p> <ul style="list-style-type: none"> • Intensive reading • Make inferences 	<p>Reading / viewing for comprehension</p> <p>Visual text: Advertisement/ Poster</p> <p>Reading Strategies</p>

	<p>presentation</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Manipulative language • Formal/informal language 	<ul style="list-style-type: none"> • Infer meaning of unfamiliar words by word attack skills • Emotive language • Use of visual to strengthen the message • Use of punctuation and font <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Visualising • Inferring meaning and conclusions 	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences • Infer meaning of unfamiliar words by word attack skills • Emotive language • Use of punctuation and font. <p>Reading Process</p> <ul style="list-style-type: none"> • Pre-reading (font, images) • During reading (features of text: slogan, logo, language used) • Post-reading (answer questions)
WRITING AND PRESENTING			
	<p>Write a Transactional text: Create an Advertisement / Poster / Television news presentation (Select one)</p> <ul style="list-style-type: none"> • Requirements of format • Purpose, target group and context • Word choice and sentences construction • Visual elements such as font types and size, headings, symbols, colour • Manipulative/persuasive language <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format / layout • Purpose • Text features • Language use • Register • Use of visuals / colour <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Design and create an advertisement/poster</p>	<p>Transactional texts: Advertisement/poster</p> <ul style="list-style-type: none"> • Correct format • Purpose, target group • Text features, visual elements such as images, font-large and small print, • Language use, persuasive language, rhetoric, simile • Register • Word choice, vivid description <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting

			Write an advertisement /poster
LANGUAGE STRUCTURES AND CONVENTIONS			
Reinforcement of language structures and conventions covered in previous weeks Word level: Proper nouns, gender, plural, singular Adjectives: demonstrative, relative Sentence level: direct and indirect speech, simple and compound sentences Word meaning: synonyms, antonyms, literal and figurative meaning Punctuation and spelling: colon; semi- colon Dictionary use	Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives and adverbs, idioms, Descriptive language use Use of manipulative language to persuade Sentence level work: Sentence structure, Nouns, adjectives, Pronouns, concord, simple tenses Punctuation: Spelling and spelling patterns Abbreviations Vocabulary in context Remedial grammar from learners' writing	Reinforcement of language structures and conventions covered in previous grades Word level work: singular; plural adjectives; nouns; verbs Sentence level work: Sentence structure Nouns, adjectives; tenses, continuous Spelling: Spelling and spelling patterns Abbreviations Vocabulary in context Remedial grammar from learners' writing	
Week	LISTENING AND SPEAKING		
3-4	Listening and Speaking strategies: Group/class discussion on how to give instructions or follow procedures <ul style="list-style-type: none"> • Choose a topic • Share ideas 	Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none"> • Listen to instructions / directions • Take notes • Answer questions 	Listening and Speaking strategies Listening comprehension (use recorded dialogue) <ul style="list-style-type: none"> • Listen to dialogue • Take notes

	<ul style="list-style-type: none"> • Take turns and listen attentively • Fill in gaps <p>Prepared/Unprepared speaking on how to follow Instructions or procedures</p> <ul style="list-style-type: none"> • Focus on the choice of wording and expressions • Use of tone, pace and intonation • Use of cues during presentation • Use of appropriate body language 	<ul style="list-style-type: none"> • Different kinds of oral communication <p>Giving directions:</p> <ul style="list-style-type: none"> • Use directions • Use the imperative form • Use the second person for interaction • Refer to specific directions • Indicate distance • Provide information about landmarks 	<ul style="list-style-type: none"> ○ Language and power ○ Tone ○ Mood ○ Introduction and conclusion <ul style="list-style-type: none"> • Answer questions <p>Oral discussion: Direction/Instructions (led by the teacher)</p> <ul style="list-style-type: none"> • Correct format • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions
	<p>FORMAL ASSESSMENT TASK 1 ORAL:</p> <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>(Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</p>	<p>FORMAL ASSESSMENT TASK 1 ORAL:</p> <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>(Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</p>	<p>FORMAL ASSESSMENT TASK 1 ORAL:</p> <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>(Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</p>
READING AND VIEWING			
	<p>Reading/Viewing for comprehension:</p> <p>Read an instructional text like a recipe / direction, etc.</p> <p>Focus on comprehension (Reading strategies)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences <p>Follow the Reading Process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, 	<p>Read information text with visuals, e.g., maps, landmarks, graphs, infographics</p> <ul style="list-style-type: none"> • Format • Language use • Features • Make sense of information • Synthesise information <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Read a literature text: Folklore/Drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing comprehension:</p> <p>(visual or multimedia text like graph/</p>

	<p>compare, contrast, evaluate)</p> <p>Poetry</p> <p>Key features of a poem:</p> <ul style="list-style-type: none"> • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message 	<p>Reading / Viewing e.g., maps, landmarks, graphs, infographics</p> <p>Identify and discuss the purpose and message in visual texts for information</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences <p>Read a Short story</p> <p>Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator,</p> <p>theme</p> <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) • <p>Prepare the learners to summarise the story/section/chapter</p>	<p>cartoon or advertisement)</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • Viewpoint of writer • Fact and opinion
WRITING AND PRESENTING			
	<p>A shorter transactional text: Write an instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc.</p> <ul style="list-style-type: none"> • Use appropriate format, style • Focus on a target audience with purpose and context • Paragraph cohesion • Use suitable word choice and sentence structure <p>Focus on process writing</p>	<p>Transactional text e.g., Directions / Instructions</p> <ul style="list-style-type: none"> • Correct format • Organize content • Logical progression stages / steps • Ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision 	<p>Transactional text e.g. Directions/Instructions/</p> <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p>

	<ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<ul style="list-style-type: none"> • Editing • Proof-reading and presenting <p>Write an instructional text</p>	<ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an instruction text</p>
LANGUAGE STRUCTURES AND CONVENTIONS			
	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: Adverbs; Preposition of time, place and movement Adjectives: numerical</p> <p>Sentence level: active and passive voice</p> <p>Word meaning: idioms and proverbs</p> <p>Punctuation: hyphen, apostrophe Dictionary use</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives: comparative, superlative. common and proper nouns; conjunctions</p> <p>Sentence level: topic sentences. statement; tenses; main and supporting statements; simple and compound sentences</p> <p>Word meaning synonyms; antonyms. contextual; subject specific jargon</p> <p>Punctuation and spelling: spelling patterns: full stop, comma</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Proper nouns, gerund, complex nouns</p> <p>Sentence level work: Procedure, spatial order, order of importance, concluding paragraph</p> <p>Word meaning: Stereotypes, prejudice, biasness, Emotive</p> <p>Punctuation and spelling: spelling patterns Abbreviations - initialism, acronym, clipped, truncation, aphasis, portmanteau</p> <p>Vocabulary in context</p>

			Remedial grammar from learners' writing
Week	LISTENING AND SPEAKING		
5-6	<p>Listening and Speaking strategies:</p> <p>Listening Comprehension: Listen to a novel extract</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Follow the listening process:</p> <ul style="list-style-type: none"> • Pre-listening introduce learners to the listening situation. • During listening – questioning, recognizing, matching, note-taking, interpreting • Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc. 	<p>Listening and Speaking strategies</p> <p>Listening comprehension from the Novel</p> <ul style="list-style-type: none"> • Listening process • Writing response <p>Reading aloud /view an extract from a novel</p> <ul style="list-style-type: none"> • Teach features and conventions • Choose style, register and Vocabulary • Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words • Take turns • Use persuasion • techniques 	<p>Listening for comprehension</p> <p>Listen to a story</p> <ul style="list-style-type: none"> • identify main and supportive ideas • language use • register • answer questions <p>Retell the story read.</p> <p>Prepared speech</p> <p>Learners undertake research or investigation as a preparatory activity.</p> <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction body and conclusion • Language use
	READING AND VIEWING		
	<p>Reading/Viewing for comprehension:</p> <p>Read a Literary Text: Novel extract</p> <p>Key features of literature text: such as characterization, plot, conflict, background, setting, narrator, theme</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming; scanning • Intensive reading 	<p>Literary text like novel</p> <p>Key features of literature text:</p> <ul style="list-style-type: none"> • such as character, action, • dialogue, plot, conflict, • background, setting, narrator, • theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) 	<p>Read a literature text e.g. Short story/novel</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, • narrator's perspective • Inferring meaning of unfamiliar words and images by word attack skills • Language structure and style

<ul style="list-style-type: none"> • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language <p>Summarise the text</p> <p>Reading/Viewing for comprehension a written and/or visual text such as Cartoon / Comic strips) Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist</p> <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<ul style="list-style-type: none"> • Post-reading (answer questions, compare, contrast, evaluate) • theme and message <p>Reading strategies for comprehension</p> <ul style="list-style-type: none"> • Purpose and target group • Making inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning <p>Write a summary based on one chapter.</p>	<p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate). <p>Briefly summarising the text read</p> <p>Poetry</p> <p>Key features of poem:</p> <ul style="list-style-type: none"> • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message
WRITING AND PRESENTING		
<p>Transactional text: Write a book review/formal letter to author/publisher) Use Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a book review/formal letter to author/publisher</p>	<p>Descriptive essay based on a novel</p> <ul style="list-style-type: none"> • Correct format and features • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Write a transactional text: formal letter</p> <ul style="list-style-type: none"> • Correct format • Word choice • Purpose, target audience and context • Use conjunction to ensure cohesion • Tone • Main and supporting ideas • Use a variety of sentence types • Mind-maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting

		Write a descriptive essay	Write a formal letter following the process approach to writing
	FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> Transactional writing: (2 short or 1 long: 10 marks) Written before the June Controlled Test	FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> Transactional writing: (2 short or 1 long: 10 marks) Written before the June Controlled Test	FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> Transactional writing: (2 short or 1 long: 20 marks) Written before the June Controlled Test
LANGUAGE STRUCTURES AND CONVENTIONS			
Reinforcement of language structures and conventions covered in previous weeks <p>Word level: Complex nouns, predicate and object, adjectives: comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense</p> <p>Word meaning: synonyms, antonyms, literal, figurative, emotive language</p> <p>Punctuation: full stop, comma, exclamation mark, question mark</p> <p>Dictionary use</p>	Reinforcement of language structures and conventions covered in previous weeks <p>Word level work:</p> <p>Adverbs of place and frequency</p> <p>Adjectives, comparative, superlative; common and proper nouns; Pronouns: personal, relative, reflexive and possessive conjunctions</p> <p>Sentence level: correct word order.</p> <p>question forms; euphemisms; sentence structures; mood; voice, supporting sentences, topic sentence; statement; tenses; main and supporting statements; simple and compound sentences</p> <p>Word meaning: figurative; literal; contextual; pun, synonyms; antonyms.</p> <p>Punctuation and spelling:</p> <p>abbreviations; question marks,</p>	Reinforcement of language structures and conventions covered in previous weeks <p>Word level work:</p> <p>Stems; prefixes and suffixes; Adjectives Prepositions</p> <p>Sentence level work:</p> <p>Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types</p> <p>Word meaning:</p> <p>Idioms and proverbs</p> <p>Punctuation and spelling:</p> <p>spelling patterns</p> <p>Vocabulary in context Remedial grammar from learners' writing</p>	

		exclamation marks; full stop; comma	
Week	LISTENING AND SPEAKING		
7-8	<p>Listening and speaking strategies</p> <p>Listening comprehension on how to fill in a form/questionnaire</p> <ul style="list-style-type: none"> • Practice listening process • Take notes • Answer questions <p>Different forms of oral communication on the use of a form / questionnaire</p> <p>Forums, panel discussions</p> <ul style="list-style-type: none"> • Choose a topic • Share ideas • Take turns and listen attentively • Fill gaps • use discourse markers to sustain discussion 	<p>Listening and Speaking strategies</p> <p>Oral: Filling in a questionnaire/ form</p> <ul style="list-style-type: none"> • Research topic • Organise material coherently support with examples. • Identify and choose the correct vocabulary, language and conventions • Prepare effective introduction and conclusion <p>Listening comprehension on a form</p> <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes, • Sharing ideas and experiences and show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions 	<p>Listening and Speaking strategies</p> <p>Listen to a telephone conversation or a dialogue between a call centre agent and client concerning a dispute</p> <ul style="list-style-type: none"> • Tone • Language use • Register • Conventions <p>Learners retell the telephone conversation listened to.</p> <p>Prepared reading aloud</p> <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency. • Learners choose their reading text and present to class.
	READING AND VIEWING		
	<p>Information text: Read a text on how to fill in a form (application form/personal information/ survey/ online form, etc.) / the importance of a questionnaire</p> <ul style="list-style-type: none"> • Information required • Language use • Signature <p>Reading strategies:</p> <ul style="list-style-type: none"> • Skimming & scanning • Make connections • Answer question 	<p>Read a questionnaire / form</p> <ul style="list-style-type: none"> • Key features of report • Format • Language use <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Read a contract between a seller and a purchaser</p> <ul style="list-style-type: none"> • Format • Language use • Contract-speak • Importance of signature • Recourse in case of dispute <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines,

	<ul style="list-style-type: none"> Monitoring and clarifying Meaning of words <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension: Summary writing</p> <ul style="list-style-type: none"> Skimming Scanning Summarize Visualization make inferences meaning of words 	<p>Poetry</p> <ul style="list-style-type: none"> Key features of poem internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines, words, stanzas, typography figurative meaning mood theme and message 	<p>words, stanzas,</p> <ul style="list-style-type: none"> typography figurative meaning mood theme and message <p>Reading Strategies</p> <ul style="list-style-type: none"> Skimming, scanning, visualization Intensive reading Making inference Meaning of words Viewpoint of writer Fact and opinion Implied meaning <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate)
WRITING AND PRESENTING			
	<p>Transactional text: filling in of forms/ questionnaires:</p> <ul style="list-style-type: none"> Follow instructions Provide correct information to the prompt use appropriate language <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Transactional text e.g., questionnaire / form</p> <ul style="list-style-type: none"> Purpose, target group and format Paragraph conventions Conjunctions for cohesion Use a variety of sentence types, lengths and structures Formal style <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Transactional text: Write a report on findings in a dispute between a seller and a purchaser</p> <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting

		Complete a questionnaire / form	<ul style="list-style-type: none"> • Revision • Editing • Proof-reading and presenting <p>Write a report</p>
LANGUAGE STRUCTURES AND CONVENTIONS			
	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: common nouns, collective nouns; <u>adverbs</u> of manner and time; adjectives</p> <p>Sentence level: noun clauses; adjectival and adverbial clauses; compound and complex sentences</p> <p>Word meaning synonyms, antonyms, homonyms</p> <p>Punctuation: question marks; ellipsis; capitalisation; hyphen</p> <p>Abbreviations - initialism, acronym, clipped, truncation</p> <p>vocabulary in context</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level:</p> <p>Regular - irregular verbs; main verbs; auxiliary verbs</p> <p>Sentence level: statement; sentence structure; present and past tenses; bias; prejudice and stereotypes.</p> <p>Word meaning synonyms, antonyms, contextual; denotative; connotative</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p> <ul style="list-style-type: none"> • Conjunctions <p>Sentence level work:</p> <ul style="list-style-type: none"> • Sentence structure; • sentence types- • Question forms • Active and passive voice; <p>Word meaning:</p> <ul style="list-style-type: none"> • Idioms and proverbs • Literal and figurative <p>Punctuation and spelling:</p> <ul style="list-style-type: none"> • spelling patterns; Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau <p>Vocabulary in context: the language of contracts and legal documents</p>
Week 9 – 10	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST

	RESPONSE TO TEXTS (60 MARKS)		RESPONSE TO TEXTS (60 MARKS)		RESPONSE TO TEXT (70 MARKS)	
	<ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 		<ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 		<ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structures and Conventions (20 marks) 	
	FORMATIVE ASSESSMENT ACTIVITIES (Assessment For Learning an ongoing process)					
	Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Follow the listening process 	Reading and Viewing activities <ul style="list-style-type: none"> • Reading Process • Reading aloud activities • Reading Comprehension activities • Literature activities based on the three prescribed genres for the semester (Poetry, Novel & Short story) 	Writing and Presenting activities <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay • Creative Writing 		Language Structures and Conventions activities <p>Variety of Language Structures and Convention activities aligned to text types</p>	

GRADES 7-9 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2

<p>GRADE 7</p>	<p>FORMAL ASSESSMENT TASK 1 ORAL:</p> <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>(Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</p>	<p>FORMAL ASSESSMENT TASK 4:</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) <p>Written before June controlled test</p>	<p>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST</p> <p>RESPONSE TO TEXTS (60 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks)
<p>GRADE 8</p>	<p>FORMAL ASSESSMENT TASK 1: ORAL:</p> <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>(Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</p>	<p>FORMAL ASSESSMENT TASK 4:</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) <p>Written before the June controlled test</p>	<p>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST</p> <p>RESPONSE TO TEXTS (60 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks)
<p>GRADE 9</p>	<p>FORMAL ASSESSMENT TASK 1 ORAL:</p> <ul style="list-style-type: none"> • Reading aloud (20 Marks) <p>(Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</p>	<p>FORMAL ASSESSMENT TASK 4: WRITING</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 20 marks) <p>Written before the June controlled test</p>	<p>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST</p> <p>RESPONSE TO TEXT (70 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structure and Conventions (20 marks)

TERM 3			
Week	GRADE 7	GRADE 8	GRADE 9
Week	LISTENING AND SPEAKING		
1-2	<p>Listening and speaking strategies</p> <p>Listen & speak about drama</p> <ul style="list-style-type: none"> • Take part in an informal conversation about drama • Use correct register • Use appropriate language • Maintain the conversation • Answer questions <p>Follow the listening process:</p> <p>Pre-listening introduce learners to the listening situation.</p> <p>During listening – questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience.</p> <p>Learners ask questions; talk about what the speaker said, etc.</p> <p>Summarize</p> <p>Draw conclusions Read Aloud (Drama)</p> <ul style="list-style-type: none"> • Tone, voice projection, • Pronunciation, phrasing, eye contact • Pay attention to punctuation <p>Use appropriate body language</p>	<p>Listening and Speaking strategies</p> <p>Listening for information</p> <ul style="list-style-type: none"> • Listen to an informative text • Listen to presentation, language use, tempo and voice projection • Listen to story line • Discuss with partner • Story telling • Choose a story • Do planning and research • Choose style, register and vocabulary • Present a story <p>Prepared reading aloud sections of the short story.</p> <p>Read fluently according to purpose</p> <p>Voice projection,</p> <p>Enunciation,</p> <p>Eye contact, tone, pace and posture</p>	<p>Listening and Speaking Strategies</p> <p>Listen to a negotiation scene between two people and discuss (led by teacher)</p> <ul style="list-style-type: none"> • Structure and development of ideas • Using negotiation skills to reach consensus. • Language style <p>Conversation</p> <ul style="list-style-type: none"> • Appropriate use of voice, tone and pace • Punctuation in reading • Body language • Contact with audience
	READING AND VIEWING		
	<p>Literary text: like youth drama/radio drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as 	<p>Read a literature text e.g. Drama</p> <ul style="list-style-type: none"> • Specific focus on literary text features 	<p>Read a literature text e.g. Drama</p> <ul style="list-style-type: none"> • Specific focus on literary text

	<p>character, characterization, plot, conflict, background, setting, narrator, theme</p> <p>Focus on comprehension (Reading strategies)</p> <ul style="list-style-type: none"> • Make connections • Answer questions • Monitoring and clarifying • Summarise • Synthesise • Evaluate <p>Poetry</p> <p>Key features of poem</p> <ul style="list-style-type: none"> • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message 	<ul style="list-style-type: none"> • Show comprehension of development of plot and conflict, characterisation, turning point, background /milieu/role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading for Comprehension: visual text - cartoon</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images 	<p>features</p> <ul style="list-style-type: none"> • Show comprehension of development of plot and conflict, characterisation, turning point, background /milieu/role of narrator, theme, conclusion and ending <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading for Comprehension: visual text - cartoon</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images
WRITING AND PRESENTING			
	<p>Longer texts e.g. dialogue/ written interview</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice • Appropriate language use <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Transactional text e.g. Dialogue</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing 	<p>Transactional text e.g. Dialogue</p> <ul style="list-style-type: none"> • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision

	<p>Write a dialogue following the process approach to writing</p>	<ul style="list-style-type: none"> • Proof-reading and presenting <p>Write a dialogue following the process approach to writing</p>	<ul style="list-style-type: none"> • Editing • Proof-reading and presenting <p>Write a dialogue following the process approach to writing</p>
LANGUAGE STRUCTURES AND CONVENTIONS			
	<p>Word level: proper nouns, singular and plural adjectives: comparative, superlative</p> <p>Sentence level: complex with relative clauses; direct and indirect speech.</p> <p>Word meaning: roots of words</p> <p>Punctuation: colon; quotation marks; comma; full stop; apostrophe; question mark</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Common and proper nouns. Prepositions with a variety of phrasal verbs</p> <p>Sentence level: tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses.</p> <p>Word meaning synonyms; antonyms; homonyms.</p> <p>Punctuation and spelling: spelling patterns; ellipsis; punctuation of abbreviations and contractions</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>structures and conventions covered in previous weeks</p> <p>Word level work: Concrete and abstract Nouns Conjunctions and transition</p> <p>Sentence level work: Speech; tenses; sentence types; paragraph types; voice; clauses and phrases.</p> <p>Word meaning: Paronyms, polysemes; homonyms Homophones.</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

Week 3-4	LISTENING AND SPEAKING		
	<p>Speaking and Listening strategies</p> <p>Listens and participates in a discussion on the project.</p> <p>Topics to be discussed and explained in class.</p> <p>Listen to and speak about what is research / how to do research based on the given genre and topic.</p> <p>Listens to and take notes on:</p> <ul style="list-style-type: none"> • Information about the project. • Different stages in the project • Define and explain research • Explain how research needs to be done • Develop 2-3 research questions • Referencing/Bibliography • Ask and answer questions • Share ideas and opinions and make selections 	<p>Listening and Speaking strategies.</p> <p>Listens and participates in a discussion on the project. Topics to be discussed and explained in class.</p> <ul style="list-style-type: none"> • Listen to the teacher on how to do proper research based on the given genre and topic. • Listen to and take notes on information about the project. <ul style="list-style-type: none"> a) Define research b) Create 8-10 questions to assist with research. <p>Approach:</p> <ul style="list-style-type: none"> • Instructions • Different stages in the project • Ask and answer questions • Share ideas and opinions and make selections 	<p>Listening and Speaking strategies</p> <p>Listens and participate in a discussion on the project. Topics / driving questions / hypothesis to be discussed (led by teacher)</p> <ul style="list-style-type: none"> • Discuss effective research techniques that supports the topic / driving question / hypothesis • Listens to and take notes on information about the project. • Asks and answers questions for clarity on research to be done
	READING AND VIEWING		
	<p>Read for information based on the topics and genres selected.</p> <p>Learners choose topic/genre, start to read & collect resource material</p> <ul style="list-style-type: none"> • Select research information to be brought to school. • Organise information to be used for the written component. <p>Reading strategies:</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization 	<p>Literary text like drama / play</p> <ul style="list-style-type: none"> • Key features of drama / play such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Follow the reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) 	<p>Read for information based on the topics and genres selected.</p> <p>Select relevant information from research (to be provided by teacher or brought to school from home)</p> <p>Compile a bibliography of the resources used.</p> <p>Reading strategies:</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading

	<ul style="list-style-type: none"> • Intensive reading • Making inference • Meaning of new words / phrases • Viewpoint of writer • Fact and opinion • Implied meaning <p>Literary text: folklore</p> <p>Teach key features of literature text: such as:</p> <ul style="list-style-type: none"> • character, characterization, plot • conflict, background, setting, narrator, theme <p>Follow the reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<ul style="list-style-type: none"> • Post-reading (answer questions, compare, contrast, evaluate) • theme and message <p>Read for information based on the topics and genres selected.</p> <p>Select research information to be brought to school.</p> <p>Reading strategies:</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of new words / phrases • Viewpoint of writer • Fact and opinion • Implied meaning <p>Reading for Comprehension and reading strategies: visual texts:</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting ideas • Making predictions • Inferring the meaning of unfamiliar words and images • Reviewing to promote understanding • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • Synthesizing of selected information into a graphic organiser, mind- map or infographic. <p>Keep to the selected topic. Organise information to be used for the written component.</p>	<ul style="list-style-type: none"> • Making inference • Meaning of new words / phrases • Viewpoint of writer • Fact and opinion • Implied meaning <p>Reading for Comprehension and</p>
--	---	---	--

WRITING AND PRESENTING		
<p>Write notes/summarize information/ create graphic organizer on research</p> <p>Use different types of graphic organisers (notes/summary/mind-map) to organise the research of the project. How to write a bibliography (Stage 1)</p> <p>Different topics require different types of graphic organisers.</p> <p>Select and create appropriate frames to support the type of product to be produced.</p> <p>Focus on process:</p> <ul style="list-style-type: none"> • Select relevant information. • Write in own words. • Select the appropriate frame for type of text to be produced. • Use correct language structures and conventions. • Each text will determine the appropriate language to be used for the project. <p>Write the research (mind-map graphic organizer) of the project & referencing/ bibliography</p>	<p>Use different types of graphic organisers to organise the research section of the project.</p> <p>Different topics require different types of tools.</p> <p>Select and create appropriate frames to support the type of product to be produced.</p> <p>Focus on process:</p> <ul style="list-style-type: none"> • Select relevant information. • Write in own words. • Select the appropriate frame for type of text to be produced. • Use correct language structures and conventions. • Each text will determine the appropriate language to be used for the project. <p>Create the frame required for the writing task of the project</p>	<p>Use different types of graphic organisers (e.g. Tree maps, Storyboards etc.) to structure the research findings of the project.</p> <p>Focus on process:</p> <ul style="list-style-type: none"> • Select relevant information. • Write in own words. • Select the appropriate frame for type of text to be produced. • Use correct language structures and conventions. • Each text will determine the appropriate language to be used for the project.
<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>Stage 1: Research (Learners do research on their project)</p> <p>(20 marks)</p>	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>Stage 1: Research (Learners do research on their project)</p> <p>(20 marks)</p>	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>Stage 1: Research (Learners do research on their project)</p> <p>(20 marks)</p>
LANGUAGE STRUCTURE AND CONVENTION		
Reinforcement of language structures and	Reinforcement of language structures and	Reinforcement of language structures

	<p>conventions covered in previous weeks</p> <p>Word level work:</p> <p>New words and phrases as required by different topics.</p> <p>Sentence level work:</p> <p>Speech; tenses; sentence types; paragraph types; voice; parts of speech</p> <p>Word meaning</p> <p>Literal and figurative, denotative and connotative, figurative language, critical language awareness, colloquial and jargon.</p> <p>Punctuation and spelling:</p> <p>spelling patterns</p> <p>Vocabulary in context as required by the type of text to be produced</p>	<p>conventions covered in previous weeks.</p> <p>Word level work:</p> <p>New words and phrases as required for different topics.</p> <p>Sentence level work:</p> <p>Speech; tenses; sentence types. paragraph types; voice; parts of speech</p> <p>Word meaning</p> <p>Literal and figurative, denotative, and connotative, figurative language, critical language usages, colloquial and jargon.</p> <p>Punctuation and spelling:</p> <p>spelling patterns</p> <p>Vocabulary in context as required by the type of text to be produced.</p>	<p>and conventions covered in previous weeks</p> <p>Word level work:</p> <p>New words and phrases as needed by different topics.</p> <p>Sentence level work:</p> <p>Speech; tenses; sentence types; paragraph types; voice; parts of speech</p> <p>Word meaning</p> <p>Literal and figurative, denotative and connotative, figurative language, critical language usages, colloquial and jargon.</p> <p>Punctuation and spelling:</p> <p>spelling patterns</p>
Week	LISTENING AND SPEAKING		
5-6	<p>Speaking and Listening strategies</p> <p>Listen and speak about the writing task of the project (Stage 2)</p> <ul style="list-style-type: none"> • Take notes 	<p>Write-up – Literature Project</p> <p>Group Discussion (teacher leads)</p> <p>Research based on Literature Project</p> <ul style="list-style-type: none"> - Methodology / the process - Purpose 	<p>Listening and Speaking strategies</p> <p>Discussion on the project</p> <ul style="list-style-type: none"> • Topic guidance • Driving question • Hypothesis

<ul style="list-style-type: none"> • Ask questions <p>Understand the expected outcomes of each topic.</p>	<p>- Approach</p> <p>Instructions and expectations</p>	<ul style="list-style-type: none"> • Listen to information on the topics • Take notes • Ask questions • Give answers • Understand the expected outcomes of each topic.
READING AND VIEWING		
<p>Read the collated information from the research for the project:</p> <ul style="list-style-type: none"> • Use the research (notes/ summary/mind-map) to prepare for the written aspect of the project. • Understand the conventions needed to complete the project. • Study the project rubrics and understand the assessment requirements. <p>Literary text: folklore/drama</p> <p>Teach key features of literature text: such as:</p> <ul style="list-style-type: none"> • character, characterization, plot, conflict, background, setting, narrator, theme <p>Follow the reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Read for information</p> <p>Layout of the different project topics / items E.g., a PowerPoint presentation, rap song, review, etc.</p> <p>Key features such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</p> <p>Revision/recap of genres and text types (literary / non-literary) learners were exposed to during the 1st semester (Term 1 and 2)</p> <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) 	<p>Read a literary texts for the project:</p> <ul style="list-style-type: none"> • Read and view multiple resources to understand the requirements needed for the specific topic/driving question/hypothesis and presentation required. <p>Reading/viewing for comprehension</p> <p>(Visual and written texts)</p> <p>Strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and conclusions <p>Summarising the text</p>
Writing and Presenting		
<p>Write / draw /create the written task of the selected topic.</p>	<p>Writing based on selected genre / project topic</p> <p>Write-up of the actual project –</p>	<p>Respond to topic, driving question, hypothesis in writing.</p> <p>Draft the text by referencing the research findings (notes)</p>

	<ul style="list-style-type: none"> • Stage 2: Write-up of the project • Correct format and features • Organize content (mind map) • Main and supporting ideas • Paragraph / visual conventions • Logical progression of paragraphs / ideas to ensure coherence • Planning to organise ideas <p>Focus on the following:</p> <ul style="list-style-type: none"> • Planning (research) • Drafting (adherence to structures/format) • Proofreading and editing <p>Presenting of a well-constructed project</p>	<ul style="list-style-type: none"> • Correct format and features • Organize content graphic organisers • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs <p>To ensure coherence</p> <ul style="list-style-type: none"> • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting <p>Revision</p> <ul style="list-style-type: none"> • Editing • Proof-reading and presenting 	<p>Focus on the following:</p> <ul style="list-style-type: none"> • Correct format and features • Paragraph / visual conventions • Logical progression of paragraphs / ideas to ensure coherence • Main and supporting ideas • Language conventions as required by the selected topics • Personal voice and style • Vivid description (either using words or visuals) • Tone / mood • Planning to organise ideas <p>Please note: Some responses to the topics, driving question or hypothesis may be visual only (e.g videos, podcasts etc.)</p> <p>The below is important to note:</p> <ul style="list-style-type: none"> • Planning (research) • Drafting (adherence to requires structures) • Editing <p>Presenting of a well-constructed project</p>
LANGUAGE STRUCTURE AND CONVENTION			
	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: As required by the topic selected for the project.</p> <p>Sentence level work: As required by the type of topic selected for the project.</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Common and proper nouns. Prepositions with a variety of phrasal verbs</p> <p>Sentence level: tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses.</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: As required by the topic selected for the project.</p> <p>Sentence level work: As required by the type of topic selected for the project.</p> <p>Word meaning:</p>

	<p>Word meaning: As indicated by the type of topic selected for the project.</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context Remedial grammar from learners' writing</p>	<p>Word meaning synonyms; antonyms; homonyms.</p>	<p>As indicated by the type of topic selected for the project.</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context Remedial grammar from learners' writing</p>
	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</p> <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting <p>Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel</p>	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</p> <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting <p>Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel</p>	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</p> <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting <p>Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel</p>
Week	LISTENING AND SPEAKING		
7-8	<p>Speaking and Listening strategies: Preparing learners to write and present their oral</p>	<p>Speaking and Listening strategies Oral presentation of the selected topic for the</p>	<p>Listening and Speaking strategies Oral presentation of the selected topic for the project:</p> <ul style="list-style-type: none"> • Language use

	<p>presentation</p> <p>for the project (Stage 3)</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion • Study the project rubrics and understand the assessment requirements • Checklist with information on response to questions, link between project and selected genre, presenting the information in a clear, colourful and meaningful way, sufficient information used} 	<p>project:</p> <p>The nature of the orals will dependent on the school's context</p> <p>Listening and Speaking strategies</p> <p>Listens to and discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/ emotive/ persuasive language • Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context 	<ul style="list-style-type: none"> • Register • Tone • Body language • Introduction and conclusion
	<p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks)</p> <ul style="list-style-type: none"> • Use appropriate structure: introduction, body and conclusion 	<p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks)</p> <ul style="list-style-type: none"> • Use appropriate structure: introduction, body and conclusion 	<p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks)</p> <ul style="list-style-type: none"> • Use appropriate structure:

	<ul style="list-style-type: none"> • Present central idea and supporting details • Show evidence of research/ investigation • Use appropriate body language and presentation skills, e.g. maintain eye contact with the audience, maintain good posture (audibility), use natural hand gestures, use natural tone of voice. • Participate in a discussion • Give constructive feedback • Maintain discussion • Show sensitivity to the rights and feelings of others <p>Commence with the Oral Task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>	<ul style="list-style-type: none"> • Present central idea and supporting details • Show evidence of research/ investigation • Use appropriate body language and presentation skills, e.g. maintain eye contact with the audience, maintain good posture (audibility), use natural hand gestures, use natural tone of voice. • Participate in a discussion • Give constructive feedback • Maintain discussion • Show sensitivity to the rights and feelings of others <p>Commence with the Oral Task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>	<p>introduction, body and conclusion</p> <ul style="list-style-type: none"> • Present central idea and supporting details • Show evidence of research/ investigation • Use appropriate body language and presentation skills, e.g. maintain eye contact with the audience, maintain good posture (audibility), use natural hand gestures, use natural tone of voice. • Participate in a discussion • Give constructive feedback • Maintain discussion • Show sensitivity to the rights and feelings of others <p>Commence with the Oral Task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>
READING AND VIEWING			
	<p>folklore/drama/short story/novel (extract) (Preparation for literature test)</p> <p>Key features of literature text: such as: character, characterization, plot, conflict, background, setting, narrator, theme</p> <p>Follow the reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Study the project rubrics and understand the assessment requirements.</p> <p>Reading/viewing for comprehension</p> <p>(Visual and written texts)</p> <p>Strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and conclusions 	<p>Reading/viewing for comprehension</p> <p>(Visual and written texts)</p> <p>Strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and conclusions

		<p>Summarising the text</p>	<p>Summarising the text</p> <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm external structure of a poem, lines words, stanzas, typography, figurative meaning, mood, theme and message
WRITING AND PRESENTING			
	<p>Transactional text: Summary / presentation notes for the oral component of the project.</p> <ul style="list-style-type: none"> • Requirements of format, style, • Target audience purpose and context • Word choice, vivid description • Answer questions. • Sentence structure, lengths and types • Use conjunction to ensure cohesion <p>Focus on producing a presentation linked to the genre and selected topic.</p>	<p>Transactional text: Summary / presentation notes for the oral component of the project.</p> <ul style="list-style-type: none"> • Requirements of format, style, • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths and types • Use conjunction to ensure Cohesion <p>Focus on producing a presentation linked to the genre and selected topic.</p> <p>Make additional notes (on the side) to assist with the presenting of the project to the class and teacher.</p>	<p>Writes an essay (or digitally generate product) based on a literature genre studied: Narrative/Descriptive/ Reflective/ Argumentative essay/brochure/advertisement/blog</p> <ul style="list-style-type: none"> • Correct format and features • Organize content • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions • Word choice, • Personal voice and style • Tone • Organise coherent ideas based on planning • Present essay (product) for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting
LANGUAGE STRUCTURE AND CONVENTIONS			

	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives (attributive)</p> <p>Sentence level work: Description paragraph; choice paragraph; classification paragraph.</p> <p>Word meaning: One word for a phrase</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context</p>	<p>Reinforcement of language structures and conventions covered in previous weeks.</p> <p>Word level work: As required for the topic selected for the project.</p> <p>Sentence level work: As required by the type of topic selected for the project.</p> <p>Word meaning: As indicated by the type of topic selected for the project.</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adjectives (attributive)</p> <p>Sentence level work: Description paragraph; choice paragraph; classification paragraph.</p> <p>Word meaning: One word for a phrase</p> <p>Punctuation and spelling: spelling patterns</p> <p>Vocabulary in context Remedial grammar from learners'</p> <p>Writing Writes an essay (or digitally generate product) based on a literature genre studied.</p>
<p>Week 9-10</p>	<p>LISTENING AND SPEAKING</p>		
	<p>Listening and speaking strategies</p> <p>Listening comprehension (Infographic poster/Twitter)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Write answers 	<p>discuss a visual, audio-visual/multimedia text</p> <ul style="list-style-type: none"> • Identify main and supporting ideas • Write notes • Share ideas and experiences and show understanding of concepts • Identify persuasive/manipulating techniques where applicable • Answer questions <p>Oral presentation of the selected topic for the project:</p>	<p>Listening and Speaking strategies</p> <p>Story Telling</p> <ul style="list-style-type: none"> • Give attention to: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures • Conventions and features of a story <p>Prepared reading aloud</p> <p>Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency</p>

READING AND VIEWING		
<p>Reading/viewing for comprehension (use written and/or visual text such as Infographic posters/ Information text on Twitter-tweets)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Manipulative language • Formal/informal language <p>Follow the reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Read a diary entry</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures <p>Read a diary entry</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming and scanning • Visualization • Fact and opinion • Making predictions • Inferring the meaning of unfamiliar words and images 	<p>Read literature text such as drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
<p>FORMAL ASSESSMENT TASK 8</p> <p>RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> • Question 1 (Compulsory): Poetry (10 marks) AND • Question 2: Novel/Drama (10 marks) AND • Questions: Short Stories/Folklore (10 marks) 	<p>FORMAL ASSESSMENT TASK 8</p> <p>RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> • Question 1 (Compulsory): Poetry (10 marks) AND • Question 2: Novel/Drama (10 marks) AND • Questions: Short Stories/Folklore (10 marks) 	<p>FORMAL ASSESSMENT TASK 8</p> <p>RESPONSE TO LITERATURE (30 marks)</p> <ul style="list-style-type: none"> • Question 1 (Compulsory): Poetry (10 marks) AND • Question 2: Novel/Drama (10 marks) AND • Questions: Short Stories/Folklore (10 marks)
WRITING AND PRESENTING		
<p>Write transactional texts: Infographic poster/tweets)</p>	<p>Write a diary entry on your visual, audio-visual/multimedia text</p> <p>Correct format</p>	<p>Transactional texts e.g. e-mails:</p> <ul style="list-style-type: none"> • Correct format • Purpose

	<ul style="list-style-type: none"> • Requirements of format • Purpose, target group and context • Word choice and sentences construction • Visual elements such as font types and size, headings, symbols, colour • Manipulating/persuasive language <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • • Proof-reading and presenting 	<ul style="list-style-type: none"> • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write a diary entry</p>	<ul style="list-style-type: none"> • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an e-mail</p>
LANGUAGE STRUCTURE AND CONVENTION			
	<p>Word level: Proper nouns, gender, plural, singular</p> <p>Adjectives: demonstrative, relative</p> <p>Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices</p> <p>Word meaning: synonyms, antonyms, literal and figurative meaning</p> <p>Punctuation and spelling: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Singular and plural; gender; diminutives</p> <p>Sentence level work: Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund</p> <p>Word meaning: synonyms; antonyms; euphemism; homonyms; literal and figurative meaning</p> <p>Punctuation and spelling: quotation marks; spelling patterns</p> <p>Vocabulary in context</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Singular and plural; gender; diminutives</p> <p>Sentence level work: Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund</p> <p>Word meaning: synonyms; antonyms; euphemism; homonyms; literal and figurative meaning</p> <p>Punctuation and spelling: quotation marks; spelling patterns</p>

	<p>Dictionary use</p> <p>Vocabulary in context</p>	Remedial grammar from learners' writing	<p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
--	--	---	---

FORMATIVE ASSESSMENT ACTIVITIES

<p>Listening and Speaking activities</p> <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	<p>Reading and Viewing activities</p> <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
--	---	---	---

GRADES 7-9 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3

GRADE 7	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> Research & Write-up of the Project (20 + 30 = 50 marks) <p>Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel</p>	<p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> Oral presentation of the Project (20 marks) <p>Commence with the Oral Task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>	<p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> Question 1(Compulsory): Poetry (10 marks) AND Question 2: Novel/Drama (10 marks) AND Question 3: Short Story/Folklore (10 marks)
GRADE 8	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> Research & write-up of the project (20 + 30 = 50 marks) 	<p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> Oral Presentation of the Project (20 marks) <p>Commence with the oral task in Term 3 and</p>	<p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)</p>

	Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel	conclude in Term 4 when the mark will be recorded.)	<ul style="list-style-type: none"> • Question 1(Compulsory): Poetry (10 marks) AND • Question 2: Novel/Drama (10 marks) AND • Question 3: Short Story/Folklore (10 marks)
GRADE 9	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> • Research & write-up of the project (20 + 30 = 50 marks) Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel	FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> • Oral Presentation of the Project (20 marks) Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.)	FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 marks) <ul style="list-style-type: none"> • Question 1 (Compulsory): Poetry (10 marks) AND • Question 2: Novel/Drama (10 marks) AND • Question 3: Short story/Folklore (10 marks)

TERM 4			
Weeks	GRADE 7	GRADE 8	GRADE 9
Week	LISTENING AND SPEAKING		
1-2	Listening and speaking strategies Listening comprehension based on giving directions <ul style="list-style-type: none"> • Practice listening process • Take notes • Answer questions Listening and speaking strategies Oral Presentation Continue with Formal assessment Task 7 <ul style="list-style-type: none"> • Language use • Register 	Listening and Speaking strategies Listening comprehension: <ul style="list-style-type: none"> • Listen to instructions / directions • Take notes • Answer questions • Different kinds of oral communication Giving directions: <ul style="list-style-type: none"> • Use directions • Use the imperative form • Use the second person for interaction • Refer to specific directions • Indicate distance 	Listening and Speaking strategies Listening comprehension (use recorded dialogue) <ul style="list-style-type: none"> • Listen to dialogue • Take notes <ul style="list-style-type: none"> ○ Language and power ○ Tone ○ Mood ○ Introduction and conclusion • Answer questions Oral discussion: Direction/Instructions (led by the teacher) <ul style="list-style-type: none"> • Correct format

	<ul style="list-style-type: none"> • Tone • Body language • Introduction and conclusion 	Provide information about landmarks	<ul style="list-style-type: none"> • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions
READING AND VIEWING			
	<p>Reading/viewing for comprehension (use written and visual text e.g., read a map/giving and asking directions)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • main and supporting ideas • Fact and opinion • Inferences and conclusions • Own opinion <p>Reading strategies</p> <ul style="list-style-type: none"> • Make connections • Questions • Monitor • Infer meaning • Summarise • Synthesise • Evaluate <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Read information text with visuals, e.g., maps, landmarks, graphs, info graphics</p> <ul style="list-style-type: none"> • Format • Language use • Features • Make sense of information • Synthesise information <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading / Viewing e.g., maps, landmarks, graphs, infographics</p> <p>Identify and discuss the purpose and message in visual texts for information</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences <p>Read a Short story</p> <p>Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</p>	<p>Read a literature text: Folklore/Drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing comprehension: (visual or multimedia text like graph/ cartoon or advertisement)</p> <ul style="list-style-type: none"> • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning

<p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message 	<p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Prepare the learners to summarise the story/section/chapter</p>	
WRITING AND PRESENTING		
<p>Long/short transactional text e.g., giving directions</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience, purpose and context • Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Transactional text e.g., Directions / Instructions</p> <ul style="list-style-type: none"> • Correct format • Organize content • Logical progression stages / steps • Ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an instructional text</p>	<p>Transactional text e.g. Directions/Instructions/</p> <ul style="list-style-type: none"> • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an instruction text</p>
LANGUAGE STRUCTURES AND CONVENTIONS		
<p>Reinforcement of language structures and conventions covered in previous weeks</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work:</p>

	<p>Word level: complex nouns; Adjectives: comparative, superlative; Prepositions – simple (one word), compound (two word), complex (three and more word) prepositions</p> <p>Sentence level: simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses;</p> <p>Word meaning: synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs;</p> <p>Punctuation: semicolon; inverted commas; full stop; apostrophe</p>	<p>Adjectives: comparative, superlative. common and proper nouns; conjunctions</p> <p>Sentence level: topic sentences. statement; tenses; main and supporting statements; simple and compound sentences</p> <p>Word meaning synonyms; antonyms. contextual; subject specific jargon</p> <p>Punctuation and spelling: spelling patterns: full stop, comma</p>	<p>Proper nouns, gerund, complex nouns</p> <p>Sentence level work: Procedure, spatial order, order of importance, concluding paragraph</p> <p>Word meaning: Stereotypes, prejudice, biasness, Emotive</p> <p>Punctuation and spelling: spelling patterns Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
LISTENING AND SPEAKING			
<p>Week 3-4</p>	<p>Listening and speaking strategies</p> <p>Different forms of oral communication</p> <p>Role play: Meeting procedure</p>	<p>Listening and Speaking strategies</p> <p>Listens to a panel discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/emotive/ persuasive language • Use of cues 	<p>Listening and speaking strategies</p> <p>Prepared reading aloud</p> <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency

	<ul style="list-style-type: none"> • Good opening/introduction • use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion <p>Listening and speaking strategies Oral Presentation</p> <p>Continue with Formal assessment Task 7</p> <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	<ul style="list-style-type: none"> • Adherence to conventions • Appropriate body language • language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context <p>Prepared/unprepared reading a newspaper article aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	<ul style="list-style-type: none"> • Conversation: Obituary or affidavit (led by the teacher) • Purpose • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures
	<p>FORMAL ASSESSMENT TASK 7: PAPER 1</p> <p>ORAL: (20 marks)</p> <ul style="list-style-type: none"> • Oral presentation of the project <p>Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of term 4.</p>	<p>FORMAL ASSESSMENT TASK 7: PAPER 1</p> <p>ORAL: (20 marks)</p> <ul style="list-style-type: none"> • Oral presentation of the Project <p>Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of term 4.</p>	<p>FORMAL ASSESSMENT TASK 7: PAPER 1</p> <p>ORAL: (20 marks)</p> <ul style="list-style-type: none"> • Oral presentation of the project <p>Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4.</p>
READING AND VIEWING			
	<p>Instructional text: Read text on how to write a notice/ agenda and minutes</p> <ul style="list-style-type: none"> • Role players • Language use • Format 	<p>Read a drama</p> <p>The following aspects will enhance the learners' understanding of the text:</p> <ul style="list-style-type: none"> • plot and sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, 	<p>Read a text e.g. Drama/Folklore</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show Comprehension of development of plot and conflict, characterisation, • turning point, background, milieu, role of narrator, theme, conclusion and ending

	<ul style="list-style-type: none"> • Role execution <p>Reading strategies</p> <ul style="list-style-type: none"> • Make connections • Answer questions • Monitoring and analysing • Infer meaning • Summarise • Synthesise • Evaluate <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • during reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension written/visual text (graphs: bar/line graph/pie chart/Infographic poster)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting ideas • making predictions <ul style="list-style-type: none"> • Inferring the meaning of unfamiliar words and images • Own opinion 	<p>denouement/resolution, foreshadowing and flashback)</p> <ul style="list-style-type: none"> • characterization • role of narrator/persona/point of view • background and setting – relation to character and theme • ironic twist/ending • stage directions • link between dialogue/monologue/soliloquy and action • dramatic irony • timeline <p>Reading/viewing for information (use text such as Newspaper articles/ magazine articles/written speeches</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • Point of view of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech 	<ul style="list-style-type: none"> • Reading process: • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Read and view text e.g. newspaper, articles and magazine articles for information and comprehension</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Fact and opinion • Give own opinion • Meaning of unfamiliar words • Identify manipulative language <p>Summarise the text</p>
WRITING AND PRESENTING			
	<p>Longer transactional texts Notice/agenda and minutes</p> <ul style="list-style-type: none"> • Identify target audience and purpose of writing; • Decide on style, view- point & format of writing; • Word choice and language structures 	<p>Transactional text e.g., questionnaire / form</p> <ul style="list-style-type: none"> • Purpose, target group and format • paragraph conventions • conjunctions for cohesion • use a variety of sentence types, lengths and 	<p>Transactional text: Obituary or Affidavit</p> <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences

	<p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>structures</p> <ul style="list-style-type: none"> • formal style <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Complete a questionnaire / form</p>	<ul style="list-style-type: none"> • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Write an obituary following the process writing approach</p>
LANGUAGE STRUCTURES AND CONVENTIONS			
	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: Pronouns:</p> <p>personal, demonstrative, possessive.</p> <p>Sentence level: simple present tense, simple past tense; direct and reported speech; active and passive voice;</p> <p>Word meaning:</p> <p>Verbal extensions (derivatives)</p> <p>Punctuation: apostrophe; capitalisation; comma; full stop; colon</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: abstract nouns; concrete nouns, prepositions adjectives: comparative, superlative</p> <p>Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p> <p>Vocabulary in context</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word meaning:</p> <p>Shift of meaning, using language for special purpose, one word for a phrase</p> <p>Punctuation and spelling:</p> <p>spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>

	Vocabulary in context	Remedial grammar from learners' writing	
Week	LISTENING AND SPEAKING		
5-6	<p>Listening and speaking strategies</p> <p>Debate / Group discussion: Discuss the use of e-mails/diary entries/flyers</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching, organizing and presenting • Summarize (orally) <p>Reading aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	<p>Listening and Speaking strategies</p> <p>Listens to a panel discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/ emotive/ persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context <p>Prepared/unprepared reading a newspaper article aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	<p>Listening Comprehension</p> <ul style="list-style-type: none"> • Reacts critical on a variety of texts • Listen for specific information • Listen and enjoy fables and titles • Answer questions <p>Oral: CV and Covering letter purposes discussion</p> <ul style="list-style-type: none"> • Purpose • Requirements of format, style • Target audience, purpose and context • Word choice, figurative language
	READING AND VIEWING		
	<p>Transactional text: Read a text with an e-mail/diary entry/flyer</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Reading strategies</p> <ul style="list-style-type: none"> • Make connections • Questions • Monitoring and analysing • Infer meaning • Summarise • Synthesise • Evaluate 	<p>Reading/viewing for information (use text such as Newspaper articles/ magazine articles/written speeches</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • Point of view of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech 	<p>Literary text such as folklore/ drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)

	<p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Reading comprehension: (any information text as prescribed)</p> <p>Summary writing</p> <p>Follow steps in writing a summary</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Format • Language use • Structure <p>Reading Strategies</p> <ul style="list-style-type: none"> • Skim and scan for main ideas and theme • Separate main ideas from supporting details • Paraphrase the main idea in own words • Sequence the sentences and use conjunctions and logical connectives to link the together into a text 	<p>Read a drama</p> <p>The following aspects will enhance the learners' understanding of the text:</p> <ul style="list-style-type: none"> • plot and sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, foreshadowing and flashback) • characterization 	<p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message
WRITING AND PRESENTING			
	<p>Long/shorter transactional texts e.g.: e-mail /diary entry/flyer</p> <ul style="list-style-type: none"> •Requirements of format, style, point of view •Target audience purpose and context •Word choice, sentence structure, lengths and types <p>Produce one of above-mentioned texts</p> <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision 	<p>Long/short transactional texts: newspaper article</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice and language Structures • Use of manipulative/emotive/ persuasive language • Use of cues for font and commas <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Transactional text: e.g. Covering letter and CV</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience, purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision

	<ul style="list-style-type: none"> • Editing • Proof-reading and presenting 	<p>Write a newspaper article</p>	<ul style="list-style-type: none"> • Editing • Proof-reading and presenting <p>Write a covering letter and CV</p>
LANGUAGE STRUCTURES AND CONVENTIONS			
	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: pronouns – interrogative, demonstrative, indefinite nouns - collective nouns; finite verbs, Adjectives: comparative, superlative Prefixes, suffixes and roots.</p> <p>Sentence level: direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions</p> <p>Word meaning: antonyms; literal; figurative; contextual</p> <p>Punctuation: quotation marks; question marks; comma; exclamation marks; font</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level: abstract nouns; concrete nouns, prepositions adjectives: comparative, superlative</p> <p>Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Verbs</p> <p>Sentence level work: Direct and indirect speech. Active voice and passive voice</p> <p>Word meaning: Ambiguity, cliché, redundancy, tautology, slang, jargon</p> <p>Punctuation and spelling: spelling patterns.</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p>
Week	LISTENING AND SPEAKING		

7-8	Revision and preparation for End-of-year examination Speaking: <ul style="list-style-type: none"> • Prepared reading • Unprepared reading Listening Listening comprehension	Revision and preparation for End-of-year examination Speaking: <ul style="list-style-type: none"> • Conversation • Panel discussion • Unprepared speech • Listening comprehension 	Revision and preparation for End-of-year examination Listening and Speaking strategies: Revision
	READING AND VIEWING		
	Revision and preparation for End-of-year examination Reading <ul style="list-style-type: none"> • Prepared reading • Reading comprehension • Visual text Cartoon/comic strip, Advertisement • Graphs • Summary • Literature: <ul style="list-style-type: none"> - Novel/short stories/folklore - Drama - Poems 	Revision and preparation for End-of-year examination Reading <ul style="list-style-type: none"> • Reading comprehension • Summary • Visual Literacy • Poetry • Short story • • Drama 	Revision and preparation for End-of-year examination Reading and Viewing: Revision of reading strategies and techniques to respond to texts.
	WRITING AND PRESENTING		
	Revision and preparation for End-of-year examination Writing: <ul style="list-style-type: none"> • Transactional texts 	Revision and preparation for End-of-year examination Writing: <ul style="list-style-type: none"> • Essays • Long transactional texts • • Short transactional texts 	Revision and preparation for End-of-year examination Writing: Revision of writing texts: Creative and Transactional text
	LANGUAGE STRUCTURES AND CONVENTIONS		
Word level work: collective pronouns; reflexive pronouns; stem. Sentence level: simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation Word meaning:	Word level work: Revision Sentence level work: Revision	Revision Word level work: Revision Sentence level work: Revision Word meaning: Revision	

	synonyms, antonyms, literal, figurative Punctuation	Word meaning: revision Punctuation and spelling: revision	Punctuation and spelling: Revision
Week 9 - 10	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structures and Conventions (20 marks)
FORMATIVE ASSESSMENT ACTIVITIES (Assessment For Learning an ongoing process)			
Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Follow the listening process 	Reading and Viewing activities Reading Process <ul style="list-style-type: none"> • Reading aloud activities • Reading Comprehension activities 	Writing and Presenting activities Literature activities based on the three prescribed genres for the semester <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts Creative Writing <ul style="list-style-type: none"> • Essay 	Language Structures and Conventions activities Variety of Language Structures and Convention activities aligned to text types

GRADES 7-9 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4

<p>GRADE 7</p>	<p>END OF YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 7</p> <p>ORAL (Paper 1): (20 marks)</p> <ul style="list-style-type: none"> • Oral Presentation of the Project <p>(Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4)</p>	<p>END OF YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 9: WRITING (Paper 3)</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) <p>Written before the End-of-Year Examinations</p>	<p>END OF YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 10: (Paper 2)</p> <p>RESPONSE TO TEXTS (60 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks)
<p>GRADE 8</p>	<p>END OF YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 7 (Paper 1)</p> <p>ORAL (Paper 1): (20 marks)</p> <ul style="list-style-type: none"> • Oral Presentation of the Project <p>(Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.)</p>	<p>END OF YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 9: WRITING (Paper 3)</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) <p>Written before the End of Year Examination</p>	<p>END OF YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 10 (Paper 2)</p> <p>RESPONSE TO TEXTS (60 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks)
<p>GRADE 9</p>	<p>END-OF-YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 7</p> <p>ORAL: PAPER 1: (20 marks)</p> <ul style="list-style-type: none"> • Oral presentation of the project <p>(Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.)</p>	<p>END-OF-YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 9</p> <p>WRITING: PAPER 3</p> <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 20 marks) <p>Written before the End-of-Year Examination</p>	<p>END-OF-YEAR EXAMINATION</p> <p>FORMAL ASSESSMENT TASK 10: PAPER 2</p> <p>RESPONSE TO TEXT (70 MARKS)</p> <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structures and Conventions (20 marks)

GRADE 7 - 9 FORMAL ASSESSMENT TASKS

SCHOOL BASED ASSESSMENT: DURING THE YEAR		END-OF- THE-YEAR EXAMINATION PAPERS	
70%		30%	
GRADE 7			
7 Formal Assessment Tasks <ul style="list-style-type: none"> • 1 Oral Task (Read Aloud across Semester 1) • 3 Writing Tasks • 1 Response to texts • 1 June Controlled Test • 1 Literature Test 		Written Examinations <ul style="list-style-type: none"> • Paper 2: Response to texts • Paper 3: Transactional writing 	
		Oral Assessment Task <ul style="list-style-type: none"> • Paper 1: Oral presentation on the Creative Writing Project (Semester 2) 	
GRADE 8			
7 Formal Assessment Tasks <ul style="list-style-type: none"> • 1 Oral Task (Read Aloud across Semester 1) • 3 Writing Tasks • 1 Response to texts • 1 June Controlled Test • 1 Literature Test 		Written Examinations <ul style="list-style-type: none"> • Paper 2: Response to texts • Paper 3: Transactional writing 	
		Oral Assessment Task <ul style="list-style-type: none"> • Paper 1: Oral presentation on the Creative Writing Project (Semester 2) 	
GRADE 9			
7 FORMAL ASSESSMENT TASKS <ul style="list-style-type: none"> • 1 Oral Task (Reading Aloud Across Semester 1) • 3 Writing Tasks • 1 Response to texts • 1 June controlled Test • 1 Literature test 		WRITTEN EXAMINATIONS <ul style="list-style-type: none"> • Paper 2: Response to texts • Paper 3: Transactional writing 	
		ORAL ASSESSMENT TASK <ul style="list-style-type: none"> • Paper 1: Oral presentation on the Creative Writing Project 	
PROGRAM OF ASSESSMENT			
GRADE 7		GRADE 8	
FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> • Reading Aloud (20 marks) 		FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> • Reading Aloud (20 marks) 	
		FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> • Reading Aloud (20 marks) 	

Start with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.
FORMAL ASSESSMENT TASK 2 WRITING <ul style="list-style-type: none"> • Essay: (30 marks) Narrative / Descriptive (During the course of the Term)	FORMAL ASSESSMENT TASK 2 WRITING <ul style="list-style-type: none"> • Essay: (30 marks) Narrative / Descriptive (During the course of the Term)	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> • Essay: (40 marks) Descriptive / Narrative or Reflective (During the course of the Term)
FORMAL ASSESSMENT TASK 3 (60 MARKS) RESPONSE TO TEXTS: <ul style="list-style-type: none"> • Literary or non-literary (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 3 (60 MARKS) RESPONSE TO TEXTS: <ul style="list-style-type: none"> • Literary or non-literary (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 3 (70 MARKS) RESPONSE TO TEXTS: <ul style="list-style-type: none"> • Literary/non- literary Text (25 marks) • Visual Text (15 marks) • Summary (10 marks) • Language Structures (20 marks)
FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) Written before June controlled test	FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) Written before June controlled test	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 20 marks) Written before the June controlled test
FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structure and Conventions (20 marks)
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> • Research & Write-up of the Project (20 + 30 = 50 marks) 	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> • Research & Write-up of the Project (20 + 30 = 50 marks) 	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> • Research & Write-up of the Project (20 + 30 = 50 marks)

Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel	Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel	Project based on any ONE genre studied: poems/ folklore /short stories/ drama/ novel
FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> • Question 1(Compulsory): Poetry (10 marks) AND • Question 2: Novel/Drama (10 marks) AND • Question 3: Short Story/Folklore (10 marks) 	FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> • Question 1(Compulsory): Poetry (10 marks) AND • Question 2: Novel/Drama (10 marks) AND • Question 3: Short Story/Folklore (10 marks) 	FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS) <ul style="list-style-type: none"> • Question 1(Compulsory): Poetry (10 marks) AND • Question 2: Novel/Drama (10 marks) AND • Question 3: Short Story/Folklore (10 marks)
FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT <ul style="list-style-type: none"> • Oral presentation of the Project (20 marks) Paper 1 <p>Commence with the Oral Task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT <ul style="list-style-type: none"> • Oral presentation of the Project (20 marks) Paper 1 <p>Commence with the Oral Task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT <ul style="list-style-type: none"> • Oral presentation of the Project (20 marks) Paper 1 <p>Commence with the Oral Task in Term 3 and conclude in Term 4 when the mark will be recorded.</p>
END OF YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 	END OF YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and Conventions (20 marks) 	END-OF-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: (Paper 2) RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structures and Conventions (20 marks)
END OF YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) 	END OF YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 10 marks) 	END-OF-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> • Transactional writing: (2 short or 1 long: 20 marks)

Written before the End-of-Year Examinations	Written before the End-of-Year Examinations	Written before the End-of-Year Examination
--	--	---

2023-2024 Formal Assessment Tasks in the GET related to the revised ATPs Grades 7 & 8: Home Languages (HL)						
Grade	Number of tasks	Brief description of the task e.g. test/assignment/project/ practical etc.	Allocated Term	Marks	Weighting per task	
7	Task 1 starts	Oral • Read aloud	1			70% (SBA)
	Task 2	Writing • Essay (descriptive /narrative)	1	30	11,5	
	Task 3	Response to texts	1	60	23,1	
	Task 1 ends	Oral • Read Aloud	2	20	7,7	
	Task 4	Writing • Transactional writing: Written before the controlled test	2	10	3,9	
	Task 5	Test • Response to texts	2	60	23,1	
	Task 6	Writing • Creative Writing	3	50	19,2	
	Task 7 starts	Oral • Oral presentation of project	3			
	Task 8	Literature • Poem • Drama/ Novel • Short Stories/ Folklore	3	10 10 10	11,5	
Task 7 ends	Oral • Read Aloud	4	20	22,2	30% (Exams)	
Task 9	Writing • Transactional writing: Written before the controlled test	4	10	11,2		
Task 10	Test • Response to texts	4	60	66,6		

2023-2024 Formal Assessment Tasks in the GET related to the revised ATPs Grade 9: Home Languages (HL)						
Grade	Number of tasks	Brief description of the task e.g. test/assignment/project/ practical etc.	Allocated Term	Marks	Weighting per task	Weightings
9	Task 1 starts	Oral • Read aloud	1			70% (SBA)
	Task 2	Writing • Essay (descriptive /narrative)	1	40	13,3	
	Task 3	Response to texts	1	70	23,3	
	Task 1 ends	Oral • Read Aloud	2	20	6,7	
	Task 4	Writing • Transactional writing: Written before the controlled test	2	20	6,7	
	Task 5	Test • Response to texts	2	70	23,3	
	Task 6	Writing • Creative Writing	3	50	16,7	
	Task 7 starts	Oral • Oral presentation of project	3			
	Task 8	Literature • Poem • Drama/ Novel • Short Stories/ Folklore	3	10 10 10	10,0	
Task 7 ends	Oral • Read Aloud	4	20	18,2	30% (Exams)	
Task 9	Writing • Transactional writing: Written before the controlled test	4	20	18,2		
Task 10	Test • Response to texts	4	70	63,6		

